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Handbook for Montana's Student Leaders

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Montana's Vocational Student Organizations

Students in Montana who take courses in vocational agriculture, business and office practices, home economics, industrial arts, marketing, and trades and industry have opportunities to join one of five student organizations which promote their chosen vocational training. Each vocational student organization (VSO) sponsors competitive and organizational activities which help students develop skills in leadership, public speaking, social interaction and job readiness.

The Montana Office of Public Instruction recognizes each vocational student organization as an important, integral and positive aspect of high school vocational courses. All vocational student organizations promote development of civic responsibility, loyalty to the nation, appreciation and enhancement of individual abilities, and respect for the rights and abilities of others. Each organization's activities are tailored to its curricular area.

Five vocational student organizations currently are recognized in Montana. The Office of Public Instruction encourages you to contact these organizations directly for more information. Following is a description of each vocational student organization serving Montana, including state and national contacts for each.

Vocational Industrial Clubs of America

Vocational Industrial Clubs of America (VICA) serves students enrolled in industrial arts/technology, trades and industry, or health education courses. Montana has 26 VICA chapters serving 600 members.

State VICA Advisor
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
(406) 444-4452

Vocational Industrial Clubs of America
P.O. Box 3000
Leesburg, VA 22075
(703) 777-8810

Distributive Education Clubs of America

Distributive Education Clubs of America (DECA) serves students enrolled in marketing courses. Montana has 17 DECA chapters serving 550 members.

State DECA Advisor
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
(406) 444-4556

Distributive Education Clubs of America
1908 Association Drive
Reston, VA 22091
(703) 860-5000

Future Farmers of America

Future Farmers of America (FFA) serves students enrolled in vocational agriculture courses. Montana has 74 FFA chapters serving 1,800 members.

State FFA Advisor
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
(406) 444-4451

Future Farmers of America
P.O. Box 15160
Alexandria, VA 22309-0160
(703) 360-3600

Future Homemakers of America/ Home Economics Related Occupations

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) serves students enrolled in consumer and wage earning home economics courses. Montana has 90 FHA/HERO chapters serving 1,800 members.

State FHA/HERO Advisor
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
(406) 444-2059

Future Homemakers of America
1910 Association Drive
Reston, VA 22091
(703) 476-4900

Business Professionals of America

Business Professionals of America (BPA) serves students enrolled in business and office procedures courses. Montana has 24 BPA chapters serving 500 members.

State Advisor
Business Professionals of America
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
(406) 444-4454

Business Professionals of America
5454 Cleveland Avenue
Columbus, OH 43229
(614) 895-7277

Vocational Industrial Clubs of America

PURPOSES

- To unite in a common bond all students enrolled in trade, industrial, technical and health education.
- To develop leadership abilities through participation in educational, vocational, civic, recreational and social activities.
- To foster a deep respect for the DIGNITY OF WORK.
- To assist students in establishing realistic vocational goals.
- To help students attain a purposeful life.
- To promote high standards in trade ethics, workmanship, scholarship and safety.
- To develop the ability of students to plan together, organize and carry out worthy activities and projects through use of the democratic process.
- To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence.
- To create among students, faculty members, patrons of the school and persons in business and labor a sincere interest in and esteem for trade, industrial, technical and health education.
- To develop patriotism through a knowledge of our nation's heritage and the practice of DEMOCRACY.

VICA ®

The VICA Emblem

The Shield Represents Patriotism
The shield denotes a belief in democracy, liberty and the American way of life.

The Torch Represents Knowledge
The flaming torch reflects the light of knowedge, which dispels the darkness of ignorance. In the light of the torch progress will be made toward the vocational goals of the individual.

The Orbital Circles Represent Technology
The circles present the challenge of modern technology and the training needed to accept and master the challenge of new technical frontiers and the need for continuous education.

The Gear Represents the Industrial Society
The gear, symbolic of the industrial society, denotes the interdependence and cooperation of the individual working together with labor and management for the betterment of mankind.

The Hands Represent Youth
The hands portray a search for knowledge and the desire to acquire a skill. In the process of attaining knowledge and skill, the individual will develop a respect for the dignity of work and become a productive and responsible citizen.

Colors

The colors, red, white, blue and gold represent the national organization of Vocational Industrial Clubs of America.

Red and white represent the individual states and clubs.

Blue represents the common union of the states and of the clubs.

Gold represents the individual, the most important element of the organization.

VICA MOTTO

Preparing for Leadership in the World of Work

The Pledge

UPON MY HONOR, I Pledge

- To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers.
- To base my expectations of reward upon the solid foundation of service.
- To honor and respect my vocation in such a way as to bring repute to myself.
- And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America.

The Creed

- I Believe in the Dignity of Work
- I Believe in the American Way of Life
- I Believe in Education
- I Believe in Fair Play
- I Believe Satisfaction Is Achieved by Good Work
- I Believe in High Moral and Spiritual Standards

VICA

PRIDE

IN WHAT WE DO

Distributive Education Clubs of America

DECA—the Distributive Education Clubs of America—is a student-centered organization whose program of leadership and personal development is designed specifically for students enrolled in Marketing and Distributive Education. DECA is a co-curricular organization designed as an integral part of the classroom instructional program.

The DECA Creed:

I BELIEVE in the future which I am planning for myself in the field of marketing and management, and in the opportunities which my vocation offers.

I BELIEVE in fulfilling the highest measure of service to my vocation, my fellow beings, my country and my God—that by so doing, I will be rewarded with personal satisfaction and material wealth.

I BELIEVE in the democratic philosophies of private enterprise and competition, and in the freedoms of this nation—that these philosophies allow for the fullest development of my individual abilities.

I BELIEVE that by doing my best to live according to these high principles, I will be of greater service both to myself and to mankind.

The DECA Emblem:

The official DECA emblem is a diamond shaped design with a wrapped package in the center. Each point of the diamond signifies a working part of the organization. The four points are: Vocational Understanding, Civic Consciousness, Social Intelligence, and Leadership Development. The wrapped package symbolizes a "job well done" achieved through cooperation of school officials, students, parents and business people working together.

Social Intelligence

Civic Consciousness

Leadership Development

Vocational Understanding

Purposes of DECA

* To further develop education in marketing and distribution which will contribute to occupational competence

* To promote understanding of and appreciation for the responsibilities of citizenship in our free, competitive enterprise system

* To develop leadership characteristics

* To develop self-confidence and self-acceptance

* To develop a greater understanding of our free, competitive enterprise system

* To develop high ethical standards in personal and business relationships

* To develop effective international relationships

  To develop a greater awareness of career opportunities in marketing and distribution

* To develop greater proficiency in communication

* To develop a greater appreciation of the responsibilities of citizenship

* To develop a healthy competitive spirit

* To develop social and business etiquette

* To participate in planned social activities

Future Farmers of America

THE EMBLEM

The National Emblem is made up of five symbols, each of which has unique significance.

The cross section of an ear of corn, which forms the outline of the emblem represents common agricultural interests since corn is native to America and is grown in every state.

The rising sun, signifies progress.

The plow, is the symbol of labor and tillage of the soil.

The eagle, signifies the national scope of the organization.

The owl, is the symbol of knowledge and wisdom.

Within the FFA emblem are the letters "FFA" and the words "vocational agriculture" signifying the integral relationship of this educational program.

THE COLORS

The FFA colors are National Blue and Corn Gold. These colors should appear in connection with all meetings and in the equipment and paraphernalia used.

THE MOTTO

Learning to do
Doing to learn
Earning to live
Living to serve

THE AIM AND PURPOSES

The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation, and citizenship. The specific purposes for which this organization was formed are as follows:

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of the industry of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

THE FFA CREED

I believe in the future of farming, with a faith born not of words but of deeds—achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuit, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so—for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that rural America can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

Future Homemakes of America/ Home Economics Related Occupations

PURPOSES

1. To provide opportunities for self-development and preparation for family and community living for employment.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through coperative action in the home and community.
4. To encourage individual and group involvement in helping achieve worldwide brotherhood.
5. To institute programs promoting greater understanding between youth and adults.
6. To provide opportunities for decision making and for assuming responsibility.
7. To become aware of the multiple roles of men and women in today's society.
8. To develop interest in home economics, home economics careers and related occupations.

COLORS

The colors of our organization are red and white. Red suggests strength and white is the symbol of sincerity. May these colors inspire us with the courage and determination to succeed.

GOAL

To help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

FLOWER

The red rose was chosen to represent the organization because it gives joy through its beauty and fragrance. It symbolizes a desire for beauty in everyday living.

CREED

We are the Future Homemakers of America.
We face the future with warm courage and high hope.

For we have the clear consciousness of seeking old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of everything that is good and fair,
Homes where truth and love and security and faith will be realities, not dreams.

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

Future Homemakers of America— is the only in-school student organization with the family as its central focus.

MOTTO

Toward
New
Horizons

Business Professionals of America

PLEDGE

"We are met in the spirit of friendship and goodwill as we prepare for lives of service in office occupations. We work together to attain the goals of the Business Professionals of America and pledge our loyalty to our nation."

EMBLEM

Leadership Sociability Poise

Ambition

The emblem is a shield which represents the aims of the organization. The four points of the shield stand for Ambition, Leadership, Sociability and Poise. The shield itself stands for the honor and dignity of the office profession. The quill and inkwell represent the stability of the office through the ages. The stripes represent direction, and the torch represents the guiding light of learning.

COLORS

The official colors of the Business Professionals of America are navy blue, tan, and red.

NOTE: Office Education Association (OEA) is in a year of transition. By next year, we will be known as the Business Professionals of America.

Vocational Student Organization Officers

Being an Officer: Opportunities and Responsibilities

The officers of each club or chapter play a major part in getting the work of the organization done. The advisor gives advice, makes suggestions, acts as a coordinator and provides timely nudges, but it is the officer team that must provide club leadership.

Because of the vital role of the officers, it is important that potential officers give serious thought to pursuing election to a position. Also, the election process needs to assure that capable officers are elected. Then, leadership training as a part of program of work should develop officer potential as well as the personal traits of all members.

Acting as a vocational student organization officer gives an individual tremendous opportunities for growth. At the same time, performing duties of the office results in the satisfaction of having a positive effect on the success of the organization. The responsibilities of an officer include duties stemming from the specific officer (e.g., a secretary compiling minutes) and the tasks given to the officer as part of a **team**, usually referred to as the Executive Council.

In many respects, the teamwork is the most important aspect of effective functioning of a chapter. In a cooperative effort, assisted by the advisor, the officer team plans, promotes, conducts activities and builds enthusiasm. This, in turn, gets all members involved. The involvement leads to growth of each member—the very reason for the club's existence!

Here is an abbreviated list of the major duties of each officer:

President: 1) presides during club meetings using proper business procedure; 2) works with other officers to prepare agenda; 3) represents the organization; 4) keeps track of the progress of all club activities and keeps all members involved.

Vice President: 1) assumes presiding role in absence of president; 2) supervises all committees keeping president informed; 3) assists president as necessary.

Secretary: 1) keeps accurate, complete record of all club proceedings; 2) records minutes of each meeting; 3) handles club correspondence.

Treasurer: 1) keeps accurate record of funds received and spent; 2) presents financial reports; 3) assists advisor with membership and financial duties.

Reporter*: 1) publicizes activities of club to members, community and state/national organization; 2) provides spark to good public relations; 3) keeps records of publicity about the chapter (*some organizations have a separate historian to keep records).

Parliamentarian: 1) oversees proper business proceedings of all meetings; 2) assists president by serving as consultant on parliamentary procedure.

Officer Elections

Realizing the importance to the organization of having active, capable leadership, the need of proper selection and training can be seen. Rather than an ill-planned popularity contest which usually results in ineffective officers with low commitment, a well-organized, step-by-step election process is desired. The following tips will help ensure a quality selection process:

* Qualifications should be established for each office.
* The role of officers should be discussed fully along with organization purposes and how officers help achieve them.
* An application form should be filled out by candidates to show that they meet qualifications and that they are committed to the responsibilities.
* A nominating committee should promote participation, screen candidates and establish a slate of candidates.
* The election should not be held at the same meeting where the slate is announced. This allows time for members to get to know the candidates and encourages campaigning and enthusiasm.
* The elections should take place in a regularly scheduled meeting with good attendance. Voting should proceed according to bylaws, preferably with a secret ballot on sheets prepared in advance. Ballots are counted by a committee of noncandidates. Actual numbers of votes should not be announced to prevent embarrassment of badly defeated candidates. Ballots should be kept for a short period of time, perhaps one week, in case of a challenge, then discarded.
* An installation ceremony should be conducted soon after the election. The ceremony should include a review of duties and a statement of commitment to the office by each elected officer.
* Other general tips include electing in the spring so officers can attend the national conference and/or other training events; selecting nominees from all classes to represent all members; and asking candidates to give short speeches and encouraging active campaigning.

All officers (and chapter members) can contribute their best by:

* Being informed about the organization.
* Being familiar with chapter, state and national bylaws.
* Being familiar with state and national publications.
* Attending all executive and chapter meetings.

* Working closely with advisors.
* Being cooperative and dependable.
* Working closely with other officers, committee chairmen and members in carrying out plans.
* Being familiar with basic parliamentary procedure.
* Encouraging shared responsibility through youth centered leadership.
* Participating in regular chapter evaluation.
* Being a current affiliated member.

Committees

Carrying out chapter planning through committees allows all chapter members to get involved. Almost every project or event adopted by a chapter needs an active committee to steer it along. The number of committees will depend on a chapter's size and scope of activities.

Chapter committees do much of the thinking, planning, organizing, evaluating and actual work of the chapter. Committee planning saves a lot of time spent on details at chapter meetings.

Committees also give every member an opportunity to assume responsibilities. Involving new members in committee work is a good way of helping them feel part of the group.

Committee chairmen may be appointed or elected or may volunteer. Appointing chairmen allows officers to select persons based on their qualifications for a particular job but also may exclude giving leadership responsibilities to new or less well-known members.

Committees generally have four functions:

1. *Investigation*—gathering information and reporting findings to the group.
2. *Planning*—making recommendations to the group based on information gathered.
3. *Action*—taking needed action based on the group's recommendations.
4. *Evaluation*—assessing the outcome of actions taken and determining further action if necessary.

Some committees will be standing (ongoing) committees appointed for the semester or year to take care of continuing chapter work or activities. Examples are program, public relations and membership committees.

Special committees are appointed to take care of specific jobs, such as investigating food prices for a nutrition break snack bar or planning a family fun night.

Big events, such as major fund raising activities and special school events may require subcommittees. These subcommittees are headed by a general chairman. The general chairman helps the subcommittees outline their responsibilities and maintains a close liaison with them to assure that assigned tasks are completed.

—Excerpted from the FHA Handbook for Youth Centered Leadership, ©1982 by Future Homemakers of America.

How to Make a Committee Report to the Club

The committee report is brief, clear and businesslike. Reports should be submitted in writing for the record. They are often presented orally by the chairman or reporting member. The report should be signed by the chairman. If action is required on the report, a recommendation should be made in the form of a main motion at the conclusion of the report. If no action is required, say "Mr./Madame Chairman, no action is required on this report at this time."

COMMITTEE REPORT FORM

Name of Committee _____

Committee Members:

_____ _____

_____ _____

_____ _____

Chairman_____ Date_____

Recorder_____

Subject of Meeting: _____

Report:
(outlines, diagrams and supporting materials may be attached)

Action Required:

_____
Chairman

RULES OF THE ROAD

An Introduction to Parliamentary Procedure

Just as there are certain directions and laws you have to follow when driving a car, there are certain rules for meetings. Traffic laws are made so that people can get from one place to another in safety and comfort, and so that one person cannot infringe on the rights of others. Every driver must be familiar with these laws. That's because when there are laws to follow, everyone knows what to expect.

The rules of the road for meetings have been made for similar reasons. We call these rules for conducting meetings "parliamentary procedure." The object of parliamentary procedure is to be fair to all and to assure that meetings are run in an orderly way so you can get things done. Here are the basic rules:

1. One person presides to enforce the rules.
2. Only one question (or subject) can be discussed at a time.
3. Each member should have an opportunity to express an idea or opinion.
4. The decision of the majority of members must be followed, *but*
5. The rights of the minority must be protected.

Normal Order of Business

1. Call to order.
2. Reading and approval of minutes.
3. Reports of officers and standing committees.
4. Reports of special committees.
5. Unfinished business.
6. New business.
7. Program.
8. Adjournment.

The motions in this chart are arranged in the order of their precedence or rank.

No. 1—Setting of time and place of next meeting has highest. No. 20—Main Motions has lowest rank.

Incidental Motions have no order of precedence among themselves.

No two Main Motions may be pending at the same time.

Two-thirds refers to the vote required; all others must have a majority.

There is a special language used in parliamentary procedure. You need to know this language just as you need to know how to use the correct tools of your trade.

When the president gets ready to start the meeting, he or she won't say, "Okay, everybody sit down and be quiet so we can get going. Anybody got anything they wanna say?" Instead, the president may rap the gavel to signal for attention and will say, "The meeting will come to order." Everyone will know that it's time to begin.

There's a very easy way to learn the basics of parliamentary procedure. How? By practicing, "hands on," just as you do in your occupational training.

Purpose of Motions

1. **A Main Motion** brings a question before the assembly for consideration.
2. **Subsidiary Motions** are methods of modifying, changing or disposing of the main motion.
3. **Incidental Motions** rise incidentally out of the business and are, in general, concerned with the rights and privileges of members.
4. **Privileged Motions** are main motions that are so important that they must be dealt with immediately.

For more complete information refer to: *Roberts Rules of Order*—Roberts; *Learning Parliamentary Procedure*—Sturgis or *Parliamentary Procedures at a Glance*—Jones.

Chart of Precedence of Motions

Must be Recognized	Must be Seconded	Debatable		
				Privileged Motions
Y	Y	Y*	1.	To set time and place of next meeting
Y	Y	Y*	2.	To adjourn (a)
Y	Y	N**	3.	To recess
N	N	N	4.	To rise to a Question of Privilege (b)
N	N	N	5.	To call for Orders of the Day
				Incidental Motions (equal rank)
N	N	N	6.	To rise to a Point of Order
N	N	N	7.	To rise to a Parliamentary Inquiry
N	N	N	8.	To appeal from the decision of chair
Y	Y	N	9.	To suspend the rules
Y	N	N	10.	To withdraw (or renew) the Motion
N	N	N	11.	To call for a Division of the Assembly
Y	N	N	12.	To call for a Division of the Question (Decided by Chair)
N	N	N	13.	To object to the Consideration of the Motion—two-thirds
				Subsidiary Motions
Y	Y	N	14.	To lay on the table
Y	Y	N	15.	To close debate, limit debate (call for Previous Question)—two-thirds
Y	Y	Y***	16.	To postpone, certain day (create Special Orders)
Y	Y	Y	17.	To refer
Y	Y	Y****	18.	To amend (c)
Y	Y	Y	19.	To postpone indefinitely
				Main Motions
Y	Y	Y	20.	General Main Motions Specific Main Motions (a) to reconsider (b) to rescind—two thirds (c) to take from the table (d) to create order of the day (e) to amend Constitution or By-Laws—two-thirds (f) to accept, modify or reject committee reports, recommendations or resolutions

*Not when privileged
**Can be amended only as to time and duration
***Only to propriety of postponement
****Not when motion to be amended is undebatable
(a) Adjourn—qualified; privileged qualified; not privileged
(b) Question of Privilege—1st degree concern assembly; 2nd degree concern personal
(c) Amendments—1st rank-amendment; 2nd rank-amendment to an amendment

Developing a Meeting Agenda

Step 1—Officers meet with advisor and work out a tentative schedule of topics.

Step 2—Secretary points out items from program of work that need to be brought before the membership.

Step 3—Secretary posts the tentative agenda on classroom bulletin board (a week before meeting) asking for additional items from the members.

Step 4—Vice president notifies all committee chairpersons to be prepared to report on their committees' activities. (Committee chairpersons should schedule committee meetings before the chapter meeting.)

Step 5—Specific assignments should be made: committee to secure and serve refreshments, someone to greet guest speaker, arrangements of meeting room, etc.

Step 6—Two days before meeting, secretary should go over agenda with advisor and president. A final agenda should be prepared and a copy given to principal, all officers and committee chairpersons. Post a copy in the classroom. Send a copy to school paper for publicity and to local news media.

Step 7—Notify members who will present reports that all reports should be typed or neatly written and submitted to the secretary before the meeting.

Order of Business at Meetings

Call to Order

The president announces in a clear voice "The meeting will come to order."

Roll Call

The secretary calls roll. Each member answers to his or her name.

Reading and Approving of Minutes

The secretary reads the minutes of the previous meeting. The minutes are a record of what was **done,** not of what was said.

Reports of Officers, Boards and Standing Committees

The treasurer's report is for information only. Standing committee reports may include a motion for action by the assembly.

Reports of Special (Ad Hoc) Committees

Reports are made in the order in which committees were appointed. Only those committees instructed to report should do so.

Follow up

Through continuous evaluation, chapter members will know if their plan is on target or if new plans are needed. What worked? What didn't work? Learn from failures as well as successes.

Look back at what was done—

- What was learned?
- What would members do differently next time?
- What would they do again?
- What happened because of chapter involvement?
- How could resources be used more effectively?
- What was accomplished?

If the project doesn't succeed, discussing the problems can help relieve frustrations and pave the way for more successful activities.

—Excerpted from the FHA Handbook for Youth-Centered Leadership, ©1982 by Future Homemakers of America.

Program of Work

A Program of Work (POW) is used by an individual or an organization to identify goals and plan ways to reach them. In a POW for a business, employees would write individual programs of work, listing goals and related activities which will he'p meet the overall organizational goals.

For the chapter and its officers, goals are the destination and activities are the routes used to reach the destination. The chapter POW should reflect the goals and activities of the membership as a whole. Each officer should then write an individual POW. The president is responsible for initiating the chapter program of work. Officers should work with members to decide upon the organization's goals and activities for the year.

Your first question will be: "What are the goals we want to accomplish?" Your organization handbook provides a clue. Goals are grouped into the following areas:

Career Development	Personal Development
Leadership Development	Citizenship Development

Because chapters must frequently raise the money to carry out these activities, a fifth area could be: Chapter Finances.

Developing a POW

Develop the POW at the beginning of the school year. In brainstorming (creative group thinking), the president should invite members to put forth their ideas, which are listed without discussion as to their feasibility. After all ideas have been listed, the group reviews the ideas, identifies the advantages and disadvantages of each, and then identifies the goals they want to accomplish and the related activities.

At this point the chapter officers should meet to put the formal POW together. List the goals, activities and the dates the activities are to occur. Committees will need to carry out the activities.

Present the POW to the membership for formal approval. A calendar of activities should be developed to show chronologically the activities planned for the year. Both the POW and calendar should be presented by the officers to the school administrators for their approval and information.

The Courtesy Committee is responsible for assisting the other committees to carry out special events, and for escorting or assisting guests at club functions. Courtesy Committee members should:

* Provide hosts or hostesses for assembly programs or Open House
* Operate concessions at ballgames or special events
* Set up stage and rooms for meetings
* Find needed equipment and materials

Good public relations skills will help you to make contact with your community—and to get the club's story across. Basic public relations skills include writing a news release, taking a photograph, meeting the public and preparing for radio/TV interviews. The following suggestions should help you to develop the skills you'll need to effectively handle public relations for your club's program.

Make a Media List

Well in advance of the event, the public relations committee should make a media list of all weekly or daily newspapers, radio and television stations that serve your community. Then have club members contact editors or reporters at each paper or station to find out what kinds of stories they're interested in and when deadlines are. It is good to learn the names of reporters who specialize in covering schools, education or feature stories.

Once your list is developed—use it. Call your media contacts regularly to let them know of upcoming newsworthy events. (A major community project is a newsworthy event, the annual election of club officers is not.) If the media can't send a reporter to cover your event, offer to send newspapers a short news release and photograph. Send radio and TV stations a spot announcement to be read over the air.

Tips for Writing Your News Story

* Type news releases double spaced on good quality 8½" x 11" paper. Don't send carbon copies.
* Be sure to explain in each news release what your club does.
* Be brief. Use short sentences and paragraphs. Never use a long word if a shorter word will do.
* Include all important information. Tell Who, What, Why, When, Where and How—give the most important information first and add further details as the story continues.
* Be sure to give complete information. Spell names correctly, give ages, year in school and background information about students. Give titles of adults and some background information about your school or vocational program. Be accurate about names, addresses, titles and facts.
* In the upper left hand corner of your story, type the name of the club contact person, and include his or her address and phone number. Include a release date or type "FOR IMMEDIATE RELEASE" if the story can be used right away.
* If the story runs more than one page type MORE at the bottom of each page except the last and be sure to number the pages.

What's a *Good* Photo?

When given a choice, most newspapers and magazines prefer black and white photographs over color. A glossy finish is best. The best size to submit for reproduction is 8" x 10" or 5" x 7". Color photographs or Polaroid snapshots can sometimes be used by newspapers if they aren't too dark or out of focus. (If this is all you have, offer to submit it for consideration but don't be disappointed if it isn't used.)

Photographs to be used for publication must meet high standards. Use a critical eye and the following guidelines to judge your photos:

* Photos should be sharp and clear with good contrast.
* An interesting photograph is one that conveys action and shows people doing things. Line-up shots of people staring at the camera are boring.
* Get in close to really capture your subject. Don't stand so far away that the subject gets lost in a vast, uninteresting background. Before you shoot, check the background to be sure it isn't cluttered or distracting.
* Seek out an interesting composition and a good angle. Try both horizontal and vertical shots, and occasionally shoot from a very low or high angle to make photographs more exciting (you can squat down low or stand on a chair).
* Include just a few people in each photo and let them represent the whole group. More than three or four people in a photo makes it look like a line-up shot, no matter how they're arranged.
* Be sure to attach a caption to the photo. Use correct titles and names and give clear information about what is happening in the photo. Type the caption on paper and paste it to the bottom of the back of each photograph. Then fold the caption up over the photo to protect it.

Go On The Air!

Study your local radio and TV stations and their programming. Decide which programs or regular features might be interested in using spot announcements about your club activities or running interviews with club members.

Then contact the program or news director at a station. Be prepared with concrete suggestions for interview topics such as Career Day, a community service project, or what your club is and what it does for students.

Once you've lined up a show, the next and most important step is PREPARATION. Choose students who make a good appearance and speak well in a question and answer situation to go on the air. Prepare them with a mock rehearsal. Have them first study and discuss questions like these:

* What is your club? What is its purpose?
* What is the purpose of the event?
* How many students participate in the program in your school, your state association and nationwide?
* How do students join your club?
* What are some of the activities carried on at the local club level?
* What vocational training programs are available to students in your community?

* Who can enroll in these programs and how do they learn?
* What is trade preparatory training? A cooperative program?
* In which programs are you training and what is your employment objective?
* What percentage of trade, industrial, technical and health occupations students are female and what courses are they enrolled in?
* Who pays for vocational education, the state or federal government?
* What activities are carried on by your national organization?
* What does your club motto mean?
* How do your club activities build leadership while preparing students to enter the labor force?
* Are labor and management involved in your club's program? How?
* What kind of postsecondary training is available in your area for vocational school graduates?
* What are the employment opportunities for people with training in your field?
* What problems do today's youth have in entering the labor market? How does your club help solve these problems? What can businesses do to help?

Public Relations Within Your School

Within the school, you'll want to take a different approach with publicity. Get more students interested in your club by using bulletin boards around the school to explain the program and to display what VSO members are learning and doing. Stress different themes and see that public address announcements tie into these themes.

Planning for Group Action

Identify concerns

Either chapter members already know what concerns they want to tackle or they are still thinking about what they want to do. Concerns could include improving the school's cafeteria, publicizing VSO Week, helping the elderly or handicapped, learning to use a specific job skill, improving the environment or serving the community in some other way. The list is endless.

Integrating chapter projects into the class curriculum adds depth to the vocational program and meets the needs of today's students.

One way to identify chapter interests and concerns is through brainstorming. (See box for rules.) Record everyone's ideas, then look over the list and consider—

- which ideas work best as in-depth projects;
- which ideas interest the most members (there could be several projects being worked on at the same time);

- which ideas need immediate attention and which could be saved for a later time.

Rules for Brainstorming

1. List every idea
2. Don't discuss
3. Don't judge
4. Repetition is okay
5. Enjoy your silences

Other ways to get at concerns might include member surveys, questionnaires, rap sessions, discussions, topic investigations or open-ended sentences such as "What I need to know about job hunting is..."

Once concerns are identified, select those that are most workable and can be related to at least one of the organization's purposes.

Set a goal

Establish a clear mental picture of what is to be accomplished—the chapter's goal. Make sure it is something that can be achieved and evaluated. A chapter may want to take on one in-depth project, several mini-activities or use the planning process to conduct chapter business.

Form a plan

Decide what needs to be done. Figure out the who, what, where, when and how.

- WHO—will do what and how they will be recognized
- WHAT—activity; event
- WHEN—realistic timetable
- WHERE—consider whether in-class or out-of-class
- HOW—consider possible barriers and alternate plans
- COST—consider amount of money required
- RESOURCES—people, products, places
- EVALUATION—decide how the project will be evaluated

To keep members well informed, distribute copies of the completed project plan and suggest members share it with their parents. Also keep faculty, school administrators, local media and interested people in the community aware of the chapter's activities.

Act

Carry out the plan. Use available resources and don't be afraid to try something new. Evaluate along the way. If the plan isn't working, try something else. Mistakes are part of tackling the unknown—trying something new.

All chapters, no matter how well planned their activities or how involved their members, will experience both successes and failures.

Unfinished Business

Any business left over from the previous meeting is handled now. The president should state, "The first item of business is..." following the order listed on the agenda.

New Business

The president introduces new business by asking, "Is there any new business?" Members may now introduce new items of business by making a motion.

Adjournment

When the items on the agenda have been completed, the president asks, "Is there any further business to come before the meeting?" If no member claims the floor, the president may declare the meeting adjourned or a member may move to adjourn the meeting. The president may rap the gavel once to signify adjournment.

Tips for Taking Meeting Minutes

* Identify the presiding officer, program participants and those presenting special reports.
* Use headings and a separate paragraph for each item of business, using the meeting agenda as a guide.
* State the issue, note major points discussed and the conclusion for items involving major discussion.
* Include all main motions adopted or rejected.
* Include name of person making motion (but name of person seconding motion need not be included).
* Include vote count for very important or controversial motions.
* Write minutes in the third person.
* Attach committee reports to the minutes. It isn't necessary to take notes on reports, only on acceptance, rejection or changes.
* Make corrections or additions to the minutes with red ink directly on the original minutes.
* Use only one side of the paper. Number each page.

Public Relations Tips

Any successful public relations campaign begins with good organization and a plan of action. This section is designed to help clubs organize and plan for their public relations efforts to produce maximum results. You can use these tips for VSO Week or to promote your club throughout the year.

Why Publicity?

Publicity is important because it makes people feel good about themselves and the worthwhile things they're doing. Good public relations makes the difference between an exciting, move-ahead VSO program and a club that doesn't seem to get anywhere from year to year. Public relations builds a better VSO program by getting more people involved in projects, by building goodwill for your school as a whole, and by gaining more public support for vocational education. Good publicity also attracts more students to vocational programs, and that means more potential VSO members.

But public relations doesn't just happen—it must be somebody's job. If your club doesn't already have a public relations committee, you'll need to form one. Your elected club reporter should be a member of this committee and it will be his or her job to cover specific assignments, take photographs and write news releases.

Have Committees

You'll need three basic committees to carry out your planned activities. What follows are suggestions for each committee's program of work.

The Program Committee is responsible for planning and scheduling events and can do these things:

* Set up a speaker's bureau
* Plan a school-wide assembly
* Hold a Career Day or Open House and invite students who have not made a career choice, parents, community leaders, teachers, and business and labor leaders
* Schedule social events such as a dance, a student-faculty basketball game, a talent show or a fair
* Launch a community service project

The Public Relations Committee is responsible for making the public (potential club members, parents, friends, teachers, and members of the community) aware of what the club is doing:

* Provide news releases to local media
* Have a VSO Week proclamation signed by school administrators and local officials
* Set up bulletin board and poster displays. Plan exhibits for school, businesses and stores
* Distribute membership promotion brochures, buttons and bumper stickers
* Set up student radio and television interviews
* Present decals or certificates to employers or club supporters in your community

PROCEDURES TO FOLLOW IN DEVELOPING A CHAPTER PROGRAM OF WORK

President Initiates
Program of Work Development

↓

President Explains POW
Concept to Membership

↓

Group Brainstorms Ideas
for Goals and Activities

↓

Advantages and Disadvantages
of All Ideas are Discussed

↓

Goals and Activities are
Selected and Prioritized

↓

Chapter Officers Write Up Official
POW and Take to Membership for Approval

↓

Yearly Calendar of Activities
is Written by Officers

↓

Membership Approves POW
and Calendar

↓

Officers Write Individual POWs
to Support Chapter POW

↓

Chapter POW is Given to School
Administration for Approval

↓

Chapter Carries out POW

↓

Year End—
Chapter Reaches Goals
Identified in POW

Personal Goal Setting

People, in general, have a tendency to set a goal and "bail out" if it isn't accomplished quickly. This trait is similar in most people—they don't persist until goals are accomplished. What good is a "great goal" if the person fails to persist to achieve it?

Persistence Is Important

People must be persistent in setting goals and striving to achieve them. People watch others' behavior and accept or reject words and suggestions by watching actions.

Winston Churchill provided perhaps the best advice about persistence. During England's gloomiest days he addressed Parliament with only seven words: "Never give up! Never, never give up!" Once a person has established a realistic goal, he or she should persist until the goal is accomplished.

It's been said that Thomas A. Edison failed 10,000 times before he invented and perfected the incandescent light. It isn't important how many times he failed; what is important is that he ultimately accomplished his goal. Most people don't remember that Bruce Jenner, the 1976 Olympic decathalon champion, only placed 10th in the 1972 competition. Had he not persisted in those next four years, he never would have been recognized as the "greatest athlete in the world."

Goals Are Synonymous With Success

Why set goals? Why think about goals? Because our mind was designed to operate this way. It is a goal seeking machine whether we consciously think about goals or not—but our mind cannot distinguish between positive and negative goals.

According to Dr. Maxwell Maltz, author of the bestseller, *Psycho-Cybernetics,* "the brain and the nervous system constitute a marvelous and complex 'goal-striving mechanism' which can work for you as a 'success mechanism' or against you as a 'failure mechanism,' depending on how YOU, the operator, operate it and the goals you set for it."

Yes, goals are important! They are, by the way, the very definition of success. Webster defines success as "the satisfactory accomplishment of a goal sought for." Earl Nightingale states that the best definition of success he's ever heard is, "Success is progressive realization of a worthy goal."

You Are What You Think You Are?

If goals are so important, why have studies found that only three percent of the adults in this country actually take time and energy to write down their goals? Two important reasons come to mind: people have not been made aware of the importance of having goals, or they have not decided on any goals.

In the first case, unfortunately, these people have not been enlightened to a fundamental law which great thinkers have been telling us for centuries. This law was stated in the Bible and it works every time regardless of your religious beliefs. The law is, "As a man thinketh, so is he." Nightingale put it in these words: "We become what we think about." Emerson said, "A man is what he thinks about all day long." The people who are unaware of the importance of goals are simply gambling with their lives. They do not realize that their situation in life is governed by their thoughts. Purposeful thought is synonymous with goal-setting. Another way of stating Nightingale's famous line would be, "We become what our goals make us."

How to Set Goals

Here are the basic steps to goal setting:

1. Develop and write a personal situation analysis.
2. Define and write goals for various areas of your life.
   a. Present term (day-to-day)
   b. Short term (0 to 1 year)
   c. Medium term (1 to 5 years)
   d. Long term (5 to 10 years)
   e. Life term (10 years and up)
3. Develop a program of action.
   a. Determine requirements for achieving the goals, especially what knowledge and skill are necessary.
   b. Determine how different goals tie together.
   c. Determine if any goals are conflicting.
   d. Determine how personal goals affect family and business goals.
   e. Study how other people have accomplished similar goals.
4. Determine specific methods to be used.
5. Develop a time plan.
6. Implement your plan.
7. Provide for personal evaluation and adjustment of your goals.

Actions Speak Louder Than Words

by Jan Hargrave

Is the child who answers the teacher's questions in class with a verbal statement the only student who understands the lesson? Certainly not. A teacher has a method, whether conscious of it or not, of knowing which students in the classroom have understood what has just been said.

This knowledge on the teacher's part is what has been called non-verbal communication, or body language, by experts.

Body motion, or kinetic behavior, includes gestures, movements of the body, limbs, hand, feet, legs, facial expression (smiles), eye behavior (blinking, direction and length of gaze, and pupil dilation), and posture. The furrow of the brow, the slump of a shoulder, and tilt of a head are also included in non-verbal communication.

Eye Contact Opens Communication Channels

One of the most communicative devices a person possesses is the eyes. When a person says, "Pay attention to what I am saying," the person usually means, "Look at me."

Eye contact is established when two people look at one another's eyes. For a speaker, eye contact occurs at the end of a sentence or phrase, when glancing up from the pages of notes. Longer and more frequent eye contact is established when two people like one another.

The emotional impact of the eyes occurs because of their use and the use of the face around them.

Eye management in our society boils down to two facts. One, we do not stare at other human beings. Two, staring is reserved for a non-person. We stare at art, or animals, but we do not stare at humans if we want to give them human treatment.

When we first meet someone we must avoid staring and yet, we must not ignore the person. We usually look at the person without locking glances and then immediately look away. The opposite of this is also true. If we wish to put a person down, we will stare longer than is polite. When glances lock, to show disapprovement, the staring continues.

One problem we face, at times, is where to look. Two strangers seated across from each other on a train dining car can be faced with this problem. They re-read the menu, or inspect their fingernails; glances meet only for a moment, then eyes move to the window to view the passing scene. If eyes do not meet and no talking is done, one can sometimes mitigate the message with a brief smile.

We associate various eye movements with emotional expression: downward glances are associated with modesty; wide eyes may be associated with frankness, wonder, or terror; raised upper eyelids may mean displeasure; a rather constant stare is frequently associated with coldness; eyes rolled upward may be associated with fatigue or a suggestion that another's behavior is a bit weird. Excess blinking may be associated with various stages of anxiety—as if attempting to cut off reality. There is some evidence that when a person is attentive to objects in the environment or when thinking, the blinking rate decreases.

Normally when we want to signal that the communication channel is open we use eye contact. When a teacher asks a question in class and we are certain we do not know the answer, eye contact is the last thing we want. We do not want to open the communication channel. We behave in much the same way when we see someone coming toward us and we do not wish to talk to him or her.

Eye contact, usually accompanied with a smile, signals a need for affiliation, involvement or inclusion. Those who have high affiliative needs tend to return glances more often.

Facial Expressions Show Our Emotions

The face is rich in communicative potential. It reflects interpersonal attitudes; it provides non-verbal feedback on the comments of others. Some say it is the primary source of information next to human speech.

Although we usually are aware of our facial expressions, they may occur with or without a deliberate intention to communicate. As a result of this constant control we exercise over our facial expressions, it is quite possible that any given moment the face conveys multiple emotions rather than a single emotional state.

The five emotions that we display most often through facial expressions are happiness, anger, surprise, disgust and fear. In a study concerning the five emotion states, it was found that the best predictors for happiness are the lower face and eye areas. The eyes are the most revealing for sadness; the eye area and the lower face tell us most about surprise; anger is best identified by the brows and forehead; the lower face is the best predictor for disgust; and fear identifications seem most heavily weighted in the eye area.

The face we present to the outer world is rarely our real face. We practice a careful discipline when it comes to the expression of our faces and bodies.

We smile our way through the day, although in fact, we may feel angry and annoyed beneath the smile. In business we smile at customers, at our bosses, and at our employees; we smile at our children, at our neighbors, and at our husbands and wives and relatives. They are simply the masks we wear.

Personal Space Is Protected

The distance which people establish among themselves when they interact is another important aspect of non-verbal communication in social life.

Personal space can best be visualized as a "plastic bubble" which surrounds the individual. The need for personal space and the resistance to the invasion of personal space is so strong that even in a crowd each member will demand given amounts of space. Possession of territory is used to express status and dominance. As a rule, the greater the individual's prestige, the larger the territory controlled.

An individual will tend to communicate more with a person sitting at right angles than with a person sitting to the side; therefore, one can understand the tendency of people to sit at the corners of a table. Spacing tends to be influenced by the kind of communication (personal or impersonal) taking place. The more personal the contact, the closer together people will sit. The larger the room in which communication takes place, the closer individuals will sit to one another. If a group is in a competitive situation, members tend to sit at a distance and opposite from one another, whereas members of groups that are cooperating prefer to sit at right angles.

To defend our personal space or let others know that we are looking for privacy, we use body language. Sitting at the corner of a table, spreading books out around you, putting your purse or program on the seat next to you, or sitting at the far end of a park bench all indicate that you want to be left alone. When we want to be left alone, and our personal space is invaded, we do not feel comfortable.

In mentioning personal space, it should be known that introverts keep a greater distance than extroverts. It seems that people do not mind when nonpersons invade their space. Janitors, maids, nurses and gardeners are conceived nonpersons.

Posture Also Provides Clues

A person's posture gives clues to attitude, and placement of the trunk and head contributes most to the interpretation of posture. Posture is socialized behavior. We learn to hold our bodies in certain ways by imitating primary and peer group models.

Posture is a mode of expression in social exchange. Body carriage expresses both the feelings and the role of the player.

A student can be interested or disinterested in a class. Posture will reflect the degree of involvement by leaning into the center of a group if interested in what is happening and leaning away if not.

Posture indicates when a person is changing roles. Moments before ready to speak, a student may sit up straight, speak and then resume the usual slouch.

People have different postural sets—one for speaking and another for listening. The line between posture and gesture cannot be clearly drawn. Usually, a gesture is thought of as a movement of hands and arms, but the whole body is capable of a single gesture, as when a person quickly leans back in a chair to indicate surprise or disagreement.

Appearance and Dress Give Signals

G. Thornton in the *Journal of Applied Psychology* found that people who wear eyeglasses are rated higher in intelligence and industriousness by their professors than those who do not wear eyeglasses. Girls who wear lipstick were found to be more playful than serious, more placid than worrying, less talkative, more conscientious and less interested in the opposite sex.

Specific features such as body build, skin color, hair and clothes may have a profound influence on one's self image and on patterns of communication with others.

Appearance and dress are part of the total non-verbal stimuli which influence interpersonal responses, and under some conditions they are the primary determiners of such responses. Color choice by a person also is an indicator of body language.

Non-Verbal Communication Clues

Shaking Hands

- If the hand is limp, the person may be ill at ease or doesn't like to be touched
- A firm handshake indicates the person has confidence
- Politicians shake hands with both hands; they grasp the person's hand with their right hand and cup it with their left hand

Defensiveness

- Arms crossed on chest; can also be a sign of disagreement
- Closed fists; can also be a sign of nervousness
- Sitting with a leg over the arm of a chair; can also be a sign of indifference

- Crossed legs; moving of the crossed leg in a slight kicking motion signifies boredom or impatience

Openness

- Open hands with palms upward
- Men who are open or friendly and feel agreement is near will unbutton their coat and take it off
- Arms and legs not crossed

Evaluation

- Hand-to-cheek gestures; an interested person's body leans forward, head slightly tilted, supported by one hand
- A critical evaluation is given with the hand brought to the face, the chin is in the palm, the index finger is extended along the cheek, and the remaining fingers are positioned below the mouth
- A tilted head is a definite sign of interest
- Stroking a chin indicates a thinking or evaluation process
- The body leaning forward is a sign of interest

Suspicion and Secretiveness

- Left-handed gestures
- A person who won't look at you is likely concealing something
- Touching or rubbing the nose, usually with the index finger, is a sign of doubt or non-truth on the part of the speaker
- Rubbing behind or besiue the ear with the index finger when weighing an answer indicates doubt

Honesty

- Hand over heart
- Palms uplifted
- Looking the person in the eye when speaking
- Touching gesture

Frustration

- Short breaths; people who are angry take short breaths and expel air through their nostrils
- Tsk; the sound usually made to communicate disgust
- Tightly clenched hands
- Wringing hands
- Kicking the ground or an imaginary object

Confidence

- Steepling (hands or arms brought together to form a church steeple)
- Hands joined together behind the body
- Feet up on the desk
- Elevating oneself
- Leaning back in a seated position with both hands supporting head

Nervousness

- Clearing throat
- "Whew" sounds
- Whistling
- Smoking cigarettes
- Fidgeting in a chair
- Tugging at pants while sitting
- Tugging at ear
- Clenched fist
- Wringing of the hands
- Playing with pencils, notebooks or eyeglasses in mouth
- Touching yourself while speaking to others

Boredom

- Drumming on table
- Tapping with feet
- Head in hand
- Doodling
- Swinging of crossed foot

Excerpted from the OEA Communique, Volume 12, Number 3 (March 1988).

Time Management Hints

Make a daily list of prioritized activities. Start with the first item on the list and complete it before moving on to the next item. Periodically recheck priorities and revise them if necessary. Avoid doing low priority tasks first just because they are simple or easy to complete.

Make a list of activities to be done. Determine which items are your direct responsibility and also have a high return. Do those tasks which meet both criteria and delegate as many of the others as possible.

Break large tasks into small, manageable pieces, assign due dates to the pieces and then tackle one piece at a time. This will help you avoid being overwhelmed by seemingly impossible tasks.

Focus on one task at a time; for example, if you have somebody in for a meeting, have your telephone calls held.

Consolidate similar types of tasks into blocks of time and stay with them until done.

Complete a task or reach a natural stopping point before starting a different activity; it takes more time to restart a task than it does to complete it the first time.

Enter "due dates" for ongoing projects on your calendar and enter "reminder dates" to make sure things are done on time.

Set aside time during the day when you will not be interrupted by incoming calls in order to complete other work.

Consolidate return calls and make them at a convenient time for you.

Set aside times during the day when you will not be interrupted by drop-in visitors.

Do not waste the time of others by having them wait unnecessarily.

Do not pick up a piece of paper unless you intend to do something with it.

Handle each piece of paper only once.

Try to answer letters/memos right after they have been read rather than rereading and responding to them at a later date.

Do not ask staff for follow-up work if you do not intend to use it.

When making work assigments, ensure that staff responsibilities and due dates are clear at the time the assignment is made. Avoid having people redo work because the initial assignment was unclear.

Establish written guidelines for office procedures along with completed examples of any required forms, and make sure all staff thoroughly understand the procedures.

Start meeting on time rather than penalizing those who show up on time by waiting for those who arrive late.

Keep discussions on track and terminate any unnecessary digressions.

Do not spend meeting time dealing with individual problems or events. Those are most efficiently handled on an individual basis.

Excerpted from Chapter 1 Evaluation News, *Vol. 5, No. 1, RMC Research Corp., Hampton, New Hampshire.*

Written Communications

The spoken word is appreciated; however, when a person takes the time to write "the words," the impact is forever. The spoken word can be forgotten but the written word may likely be kept in files or scrapbooks forever. Your investment of time in saying "thanks" will build others because they know you have their best interest in mind.

Helpful Hints

1. Write regularly.
2. Avoid the use of "I" - Never use it at the beginning of the paragraph and limit it in the rest of the body.
3. Use inclusive pronouns--the use of "we," "our," "you," "yours," and "us" includes the reader in the letter. The more involved the reader becomes, the more effective the letter is.

4. Make your messages personal--no one really enjoys a "form" letter or note. Refer to something that applies to the reader if possible.
5. Use correct grammar and spelling. A **Dictionary, Thesaurus,** English grammar books and **Writer's Handbooks** are necessities for the effective leader. Use them!
6. Use a professional grade of stationery for letters. White stationery with black is your best bet! Notecards could be personally inscribed at a printing service with less expense than retail stores.
7. Practice good handwriting. Make your handwriting neat, clear and easy to read. Avoid writing too large or too small. Never use pencil. Use a black or blue ink pen.
8. Be timely. Respond within a few days after the project, visit or accomplishment happens. Follow-up is important. Don't procrastinate.
9. Use quotations and short poems as thought provokers.
10. Apply proper postage.

Appearance

1. Neatly organized?
2. Correct grammar?
3. Correct spelling?
4. Use black ink or type?
5. Free of mark-outs?
6. Free of fingerprints, etc.?
7. On personal stationery?
8. On official letterhead?
9. Catch reader's interest in 1st paragraph?
10. Eliminated wordiness?
11. Eliminated vague statements?
12. Is it concise?
13. Promote goodwill?
14. Does reader feel included?

Standard Parts

1. Heading--Sender's address (no name) on stationery without letterhead.

2. Inside Address--name, title and address of receiver (include zip code). CRITICAL - Spell name correctly and know exact title. Why?

3. Salutation--a friendly greeting!
   Examples:

   Dear Mr. Smith:
   Dear Ms. Smith:
   Dear Miss Smith:
   Dear Mrs. Smith:
   My dear Sir: (or Madam)
   Dear _____ members:
   Dear Chapter Presidents:

4. Body--content of letter. Single space within paragraph and double space between.

5. Complimentary Close--Sincerely, Very truly yours, etc.

6. Signature Block--name and title of sender.

Public Speaking

If you want to be an effective leader, concentrate on improving your public speaking skills. A good leader is a person who is able to stimulate and motivate others. Improve your public speaking skills and you'll enhance your leadership abilities.

1. First impressions are important; they can be disastrous or a tremendous sales tool.

   Give advance thought to what you're about to say.
   Be unique.

2. You must be understood when you speak.

   Speak slowly.
   Speak directly to your audience.
   Compensate for extraneous sounds.
   Open your mouth and talk.
   Talk loud enough.
   Enunciate each word clearly.
   Vary your voice level.

3. Know how you look to others when you speak.

4. Habits to break.

Speaking in a monotone.
(1) Vary pitch
(2) Speak enthusiastically
(3) Use inflection
"ers" and "ahs"
Using "hip" terms
"You understand?"
"Right?"
"Okay?"
"Ya know?"
Hard to pronounce words
(1) Practice
(2) Pause before saying them

5. Simplicity of language is preferred.

Don't talk over their heads.
Don't talk below them.
Don't try to impress--simply communicate.

6. Keep your ego in check.

Never talk boastfully about yourself.
Show a strong interest in people by discussing matters related to them rather than yourself.

7. Relax and relieve tension.

8. Must sound like a "leader."

9. Realize your audience wants you to succeed as a speaker.

10. Create impact.

Use hand gestures effectively.
Emphasize important words and phrases.
Paint word pictures.
Use facial expressions to transmit the appropriate feelings.
"Timing" is vital.

11. Seek opportunities to speak.

Join Toastmasters/Toastmistresses chapter.
Offer to make presentations.

Delivery Preparation Checklist

_____ 1. Have I considered what language to use?

_____ 2. Have I considered visual aids?

_____ 3. Do the visual aids meet criteria?

_____ 4. Have I considered any particular movement or gesturing?

_____ 5. Do I know where I will speak?

_____ 6. Do I know how long to speak?

_____ 7. Does my speech fit that length of time?

_____ 8. Are transitions considered?

_____ 9. Do main points get enough time?

_____ 10. Is there a reason for what I have done?

Presenting Others

Making a formal introduction is an important part of projecting a positive leadership image. As is the case with other leadership skills, there is a right way and a "not-so-right" way to make a formal introduction. Here are some basic guidelines that, if followed, will help you prepare and deliver effective and professional sounding introductions.

1. Know the correct pronunciation of the guest's name, and know what name the guest prefers you to use. For example, if your guest's name is listed on the biographical information sheet as something like Dr. W. Roderick McPherson, you should find out if that is the way he expects to be introduced. Perhaps he prefers Dr. Rod McPherson, or Dr. Roderick McPherson, or Mr. Rod McPherson (not everyone with the title of Doctor prefers to be called by it).

2. At the first mention of the name in the introduction, use the complete name as preferred. After that, it is permissible to use the title and last name. The last time the name is used, the full name is often repeated. For example, Dr. Roderick McPherson (first mention); Dr. McPherson (subsequent mentions); and finally, " . . . I present to you Dr. Roderick McPherson."

3. Use only information in the introduction that is relevant to the audience and the occasion. Often a speaker will send biographical information that includes publications, educational background, honors, family information, hobbies, special interests and achievements. Select only those items that relate to the interests of your audience. For most introductions it is unimportant to the audience that the speaker has three children and his wife's name is Beth. Most audiences as a group are uninterested that the speaker enjoys stamp collecting and bird watching. In other words, bring out only those personal items that tell the audience, "This speaker is someone who will interest you."

4. Relate the introduction to the occasion. You can do this by mentioning that the guest speaker is the keynote speaker for the program. You might say that the guest speaker is presenting the program for this particular meeting. Here are some examples:

   "We have invited a person who has distinguished himself in our community over the years to be our keynote speaker for our awards banquet. Dr. Roderick McPherson is recognized as . . . etc."

   or

   "Today's program will be presented by a person who has distinguished himself over the years in our community. Dr. Roderick McPherson has been practicing medicine in our city since 1953, but his service is not limited to medicine. Dr. McPherson has been our Mayor for the past six years . . . etc."

5. Give the title, theme or subject of the presentation if it has been titled by the speaker. For example:

   "The theme for our banquet is **Together We Grow**. We have invited a person to be our keynote speaker who has seen this community grow over the years. He has distinguished himself as a medical doctor and a public servant. Dr. Roderick McPherson has been practicing medicine in our city since 1953, but he has also been active in government.

   Dr. McPherson has been Mayor for the past six years and has seen our community grow in a spirit of cooperation and unity. Dr. McPherson is taking the theme of his remarks from what he says is his favorite quote by Henry Ford, which is, 'Coming together is a beginning, keeping together is progress, and staying together is success.' It's my pleasure to present the Mayor of our city, the Honorable Doctor Roderick McPherson."

6. Keep the introduction brief. Thirty to sixty seconds is long enough.

7. Do not use glowing superlatives, grand exaggerations to make the speaker seem "larger than life." Don't put the speaker in the uncomfortable position of having to "live up to the introduction."

8. Speak distinctly. Be enthusiastic in your tone of voice and inflection. You can create anticipation in the audience by your enthusiasm.

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